

# CORE SUPERVISOR/MANAGER COMPETENCIES

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## CORE SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 511

### FUNDAMENTALS OF SUPERVISING CASEWORK STAFF

#### Skill Sets

**511-01: Ability to create a supportive and enabling unit environment that promotes effective and efficient completion of mission-critical casework activities**

**511-02: Ability to select and use supervisory styles and strategies in ways that enhance and sustain effective job performance by caseworkers**

**511-03: Ability to plan, organize, and monitor to ensure that casework activities are consistent with federal and state law and rule, agency policies and procedures, agency and unit outcomes, and standards of best practice**

<b>Skill Set 511-01: Ability to create a supportive and enabling unit environment that promotes effective and efficient completion of mission-critical casework activities</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
<b>511-01-001</b>	Knows the principles of family-centered, culturally competent, strengths-based casework practice, their importance in ensuring effective child welfare services, and the types of casework activities and interventions that reflect these principles
<b>511-01-002</b>	Knows the agency- and unit-level factors that can undermine caseworkers' comfort and performance, unit productivity, and staff safety
<b>511-01-003</b>	Understands the critical role of the supervisor in creating and sustaining a unit work environment that promotes the highest quality caseworker services to children and families
<b>511-01-004</b>	Understands the rationale for consistency in adhering to agency mission, best-practice standards, rules, policies, and procedures to promote effective casework practice
<b>511-01-005</b>	Understands the supervisor's responsibility to model cultural competence and ethical conduct with staff, colleagues, clients, and community partners
<b>511-01-006</b>	Understands the value and power of regular and open communication in the unit to ensure adherence to policies and procedures, law, regulation, and best practice standards
<b>511-01-007</b>	Knows how to model and support fundamental child welfare values and principles with caseworkers, and how to help them perform activities and choose services that are consistent with these principles
<b>511-01-008</b>	Knows supervisory strategies to create and sustain a work environment that encourages continuous self-assessment, quality improvement, and ongoing staff development

511-01-009	Can help caseworkers use strategies to manage and reduce job related stress
511-01-010	Can help caseworkers locate and select service providers, intervention tools, and other resources to serve children and families in the context of their own cultures
511-01-011	Can implement strategies that monitor and promote the safety of caseworkers in the office and in the field

**Skill Set 511-02: Ability to select and use supervisory styles and strategies in ways that enhance and sustain effective job performance by caseworkers**

Comp. No.	Competency Description
511-02-001	Knows the primary styles of supervision, the criteria that define each style, and their strengths and limitations
511-02-002	Understands how various supervisory styles differ in their approach to balancing relationship development and task accomplishment
511-02-003	Understands one's own preferred style of supervision and the characteristics, strengths, and limitations of that style
511-02-004	Understands the importance of being comfortable and proficient in multiple supervisory styles, and of choosing the style best suited for the situation or context or to match an employee's developmental level
511-02-005	Knows how to plan a supervisory approach that provides the most appropriate level of support and direction to help staff achieve a desired outcome
511-02-006	Can comfortably "style flex" to meet the specific requirements of unique supervisory situations

**Skill Set 511-03: Ability to plan, organize, and monitor to ensure that casework activities are consistent with federal and state law and rule, agency policies and procedures, agency and unit outcomes, and standards of best practice**

Comp. No.	Competency Description
511-03-001	Knows the core values of "best practice" and "evidence-based practice" and the importance of using this data to underpin all agency and casework practices
511-03-002	Knows the importance of maintaining up-to-date knowledge of current research findings, best practice standards, and laws, rules, and regulations
511-03-003	Knows the importance of regular monitoring and feedback in assuring effective staff performance
511-03-004	Knows data sources and data collection strategies that can support ongoing monitoring of caseworker completion of job responsibilities
511-03-005	Understands the supervisor's ongoing responsibility to plan, implement, and monitor completion of unit objectives
511-03-006	Understands the importance of thorough and accurate case records in monitoring and evaluating the quality of casework activities
511-03-007	Knows strategies to help staff plan, organize, and prioritize their work and manage their time most effectively

<b>511-03-008</b>	Knows how to use case assessment and case planning conferences to model and promote the integration of fundamental best practice principles into casework
<b>511-03-009</b>	Can help caseworkers plan, organize, and reassess their work to maximize effectiveness and efficiency, and to promote desired outcomes in the unit and on individual cases

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### TOPIC: 512

### FUNDAMENTALS OF LEADERSHIP IN CHILD WELFARE

#### Skill Set

**512-01:** Ability to create a work environment that supports achievement of the agency's mission and promotes excellence in direct practice

**512-02:** Ability to use a variety of leadership skills to maximize staff and unit performance

<b>Skill Set 512-01: Ability to create a work environment that supports achievement of the agency's mission and promotes excellence in direct practice</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
512-01-001	Knows the importance of a shared vision, mission, and values in motivating staff to excel in their work
512-01-002	Understands the relationships among agency purpose or mission, unit goals and objective, policies, procedures, work activities, and outcomes
512-01-003	Understands the supervisor's role as a leader in creating and sustaining a vision-oriented, mission-focused, and outcome driven unit
512-01-004	Understands the relationship between continual learning, formal staff development, and staff's confidence and ability to do their jobs
512-01-005	Understands the necessity of a supportive and caring work environment to keep staff engaged and involved, and to promote high levels of investment in their work
512-01-006	Knows how to involve unit staff in creating and articulating a shared vision, values, and purpose that underpins and gives meaning to their daily work
512-01-007	Can clearly articulate a collective vision, mission, and fundamental values to staff and can help them understand how to integrate these into their daily work

<b>Skill Set 512-02: Ability to use a variety of leadership skills to maximize staff and unit performance</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
512-02-001	Knows the definitions and characteristics of transactional, transformational, participatory, and strengths-based leadership
512-02-002	Knows the core leadership behaviors necessary for transactional, transformational, participatory, and strengths-based leadership
512-02-003	Knows the nature, characteristics, strengths, and limitations of a variety of supervisory and leadership styles

<b>512-02-004</b>	Knows the various types of power, authority, and influence available to supervisors, and their potential effect in leading the unit and individual staff
<b>512-02-005</b>	Understands the importance of supervisors developing and enhancing their personal leadership skills
<b>512-02-006</b>	Understands the nature, characteristics, strengths, and limitations of the supervisor's own preferred leadership style(s)
<b>512-02-007</b>	Understands how effective leadership can enhance staff performance and successful achievement of agency and unit objectives
<b>512-02-008</b>	Knows how to assess a situation and select a leadership style best suited to the task, environment, and developmental level of staff
<b>512-02-009</b>	Knows how to "style flex" in response to changing environmental and interpersonal dynamics
<b>512-02-010</b>	Can use a variety of leadership skills to motivate staff to achieve high levels of performance excellence

## CORE SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 513

### FUNDAMENTALS OF COMMUNICATING WITH STAFF AND MANAGING CONFLICT AND CHANGE

#### Skill Set

513-01: Ability to effectively communicate with staff

513-02: Ability to respond to conflict in a manner that promotes growth and constructive change

513-03: Ability to implement and constructively manage change initiatives

<b>Skill Set 513-01: Ability to effectively communicate with staff</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
513-01-001	Knows the factors that comprise effective verbal and written communication and the factors that undermine their effectiveness
513-01-002	Understands how contradictions between verbal and nonverbal communications can affect the delivery of the intended message
513-01-003	Understands one's innate or preferred communication style and how it affects communication with people whose styles differ from one's own
513-01-004	Understands the importance of continuous dialogue and feedback in promoting achievement of desired outcomes
513-01-005	Understands the ways in which open and effective communication and regular feedback are essential to the successful functioning of the unit
513-01-006	Understands the ways that strengths-based communication strategies motivate staff and enrich the supervisor-staff relationships
513-01-007	Knows how and when to use feedback and strengths-based communication strategies to resolve individual and unit performance problems
513-01-008	Knows how to communicate openly and realistically with staff about non-performance issues in a strengths based manner
513-01-009	Knows how to use strategies such as active listening and dialogue to promote constructive communication, promote mutual understanding, and to prevent or resolve conflict
513-01-010	Knows how to elicit and use feedback from the unit to improve supervisory practice and unit outcomes
513-01-011	Can adjust one's own communication style based on the situation and the communication styles or needs of others
513-01-012	Can help staff recognize their own and others' preferred communication styles
513-01-013	Can help staff recognize when their communication styles or strategies may be fueling interpersonal communication problems or conflict with colleagues and with families



513-01-014	Can help staff use strengths-based communication strategies in their work with families and children
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<b>Skill Set 513-02: Ability to respond to conflict in a manner that promotes growth and constructive change</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
513-02-001	Knows the typical stages in the development and evolution of conflict, and at which stages intervention is most likely to successfully resolve the conflict
513-02-002	Understands how conflict can be transformed into a constructive tool to promote productive change
513-02-003	Understands the personal, interpersonal, and organizational dynamics that support and sustain conflict
513-02-004	Understands how individual and cultural differences in work styles, expectations, and communication styles can create conflict
513-02-005	Understands the ways that unaddressed and unresolved conflict can undermine individual and unit productivity
513-02-006	Knows strategies to help staff address interpersonal and situational conflicts that impede achievement of outcomes
513-02-007	Knows how to encourage and support staff to acknowledge and constructively address unresolved conflicts
513-02-008	Can help staff use open communication and engagement strategies to resolve conflicts with peers or client families resulting from individual and/or cultural differences

513-02-009	Can regularly use conflict management strategies to elicit and deal with potential resistance and to promote effective collaboration in achieving unit objectives
513-02-010	Can comfortably take the initiative to acknowledge and resolve personal conflict with staff, peers, and administrators

<b>Skill Set 513-03: Ability to implement and constructively manage change initiatives</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
513-03-001	Knows the stages in a change process and the opportunities, barriers, and potential risks typical of each stage
513-03-002	Knows what actions can be used during each phase of change to maintain momentum and focus on achieving goals and objectives
513-03-003	Understands the supervisor's role and responsibility in initiating, leading, and monitoring change initiatives in the unit
513-03-004	Understands the various causes, dynamics, and inevitability of change in the child welfare system
513-03-005	Understands the supervisor's responsibility to constructively lead and guide staff through changes brought about by government, community, or larger agency events or actions
513-03-006	Understands the ways that intended changes often produce unintended consequences
513-03-007	Understands the inherent threats, opportunities, and challenges brought about by any change and the variety of ways staff respond to these
513-03-008	Knows strategies supervisors can use to help staff adjust to change and continue to function effectively
513-03-009	Can manage and monitor change in a manner that limits resistance and encourages continued productivity
513-03-010	Can identify unintended consequences of change and design strategies to deal with these as a part of the larger change management plan

## CORE SUPERVISOR/MANAGER COMPETENCIES

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TOPIC: 514

FUNDAMENTALS OF IMPROVING STAFF PERFORMANCE

### Skill Sets

514-01: Ability to develop and communicate clear, measurable, mission-critical performance expectations for staff

514-02: Ability to identify the developmental level, culture, personal strengths, and learning needs of individual staff members.

514-03: Ability to complete performance evaluations and to develop performance improvement plans with individual staff

<b>Skill Set 514-01: Ability to develop and communicate clear, measurable, mission-critical performance expectations for staff</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
514-01-001	Knows the importance of formalizing performance expectations into clear, consistent and standardized job descriptions
514-01-002	Knows the importance of establishing challenging but attainable performance expectations for all staff
514-01-003	Understands how activities, performance expectations, and measures are derived from organizational mission and desired outcomes
514-01-004	Understands how clearly defined performance expectations can motivate high levels of staff performance and successful achievement of outcomes
514-01-005	Understands how organizational factors including poorly defined mission, unclear job roles and activities, lack of supervision, and shifting priorities undermine staff performance
514-01-006	Knows how to involve staff in identifying and establishing performance expectations and measures for their jobs
514-01-007	Knows how to create job activities, expectations, and performance measures that reflect mission-critical agency and unit outcomes and best practice standards
514-01-008	Can use supervisory conference to initiate and encourage dialogue with staff members about performance expectations and measures
514-01-009	Can determine if staff understand performance expectations and measures, and can help staff become invested in achieving these expectations

<b>Skill Set 514-02: Ability to identify the developmental level, culture, personal strengths, and learning needs of individual staff members</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
514-02-001	Knows the importance of ongoing staff development for effective job performance
514-02-002	Understands how personal, interpersonal, organizational, cultural and environmental factors interact to increase or impede staff motivation to achieve high levels of performance excellence
514-02-003	Understands how skill sets and competencies are organized and used to assess individual learning needs and to shape individual development plans
514-02-004	Understands the difference between deficiencies in knowledge and skill and deficiencies of execution, and how these interact to affect job performance
514-02-005	Knows how to use supervisory conferences, unit meetings, case reviews, and observations of caseworkers as ongoing strategies to identify staff's developmental needs
514-02-006	Can involve staff in assessing their strengths and developmental needs and in developing plans for personal and professional growth
514-02-007	Can work with staff to differentiate their learning needs from non-training performance problems that require other supervisory interventions

<b>Skill Set 514-03: Ability to complete performance evaluations and to develop performance improvement plans with individual staff</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
514-03-001	Knows the components of effective performance evaluation protocols and performance improvement plans
514-03-002	Knows the potential sources and types of performance information and outcome measures needed to identify and understand performance gaps
514-03-003	Understands the importance of engaging staff to collaborate in performance evaluation, and of completing evaluations within an ongoing, supportive, and developmental supervisor/supervisee relationship
514-03-004	Understands the importance of using predetermined, clearly defined, behavioral, and measurable, descriptions of desired job performance as the criteria for performance evaluation
514-03-005	Understands the personal and interpersonal factors that may increase both employees' and supervisors' resistance to completing performance evaluations
514-03-006	Knows how to design performance improvement plans to enhance successful plan implementation
514-03-007	Can engage and fully involve staff in evaluating and planning to improve their job performance
514-03-008	Can plan, design, and implement supervisory interventions that address both deficits of knowledge and skill and deficits of execution
514-03-009	Can observe, monitor, and evaluate employee performance to determine if a performance improvement plan is effectively changing practice

## CORE SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 515 FUNDAMENTALS OF STAFF DEVELOPMENT

#### Skill Sets

515-01: Ability to facilitate individual learning

515-02: Ability to create and sustain a constructive learning environment in the organization

515-03: Ability to design individual learning plans

<b>Skill Set 515-01: Ability to facilitate individual learning</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
515-01-001	Knows the factors that affect an employee's interest in, readiness, and motivation to learn
515-01-002	Understands the characteristics of various learning styles, how they affect the learning process, and supervisory/education strategies that best support each style
515-01-003	Understands the primary characteristics of adult learners at different stages of development and how these affect the success of various learning strategies
515-01-004	Understands how lack of preparation for a learning activity and feedback during it can impede the learning process
515-01-005	Understands how routine job activities can be used as "learning moments" for staff
515-01-006	Can help staff identify their preferred learning styles and the most effective learning strategies for those styles
515-01-007	Can implement strategies to enhance employees' readiness to learn and to prepare them for specific learning activities
515-01-008	Can help staff identify and resolve barriers that may impede learning

<b>Skill Set 515-02: Ability to create and sustain a constructive learning environment in the organization</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
515-02-001	Knows the qualities of a positive learning environment and the necessary conditions to achieve it
515-02-002	Knows the factors that promote the successful transfer of newly acquired skills from training to the job, and those that prevent it from occurring
515-02-003	Knows the importance of ongoing supervisory and administrative support to create and sustain a constructive learning environment in the unit
515-02-004	Understands the responsibilities of the learner, supervisor, administrators, trainers, and peers in promoting transfer of learning and skill development

515-02-005	Knows strategies to assess the work environment to identify barriers to learning, and strategies to eliminate these barriers
515-02-006	Can proactively set up necessary structures and an atmosphere in the unit that supports continuous employee development
515-02-007	Can advocate for changes at the administrative and policy level to increase organizational support for learning, transfer, and skill mastery

<b>Skill Set 515-03: Ability to design individual learning plans</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
515-03-001	Understands the purpose and functions of educational supervision and its importance in promoting organizational effectiveness
515-03-002	Understands how the nature and quality of the supervisor/supervisee relationship affects educational supervision
515-03-003	Knows a variety of teaching, coaching, and feedback strategies that supervisors can use to promote learning and support transfer
515-03-004	Knows how to choose supervisory strategies best suited to the learning goals and the employee's level of development
515-03-005	Knows how to recognize and respond to potential learning opportunities in daily activities and supervisory conferences (teachable moments)
515-03-006	Can design and implement individual development plans based on staff members' learning needs, preferred learning styles and level of development
515-03-007	Can support and direct staff members' use of new learning on the job to sustain motivation to change work behavior, and to promote mastery of newly acquired skills
515-03-008	Can model and provide coaching in specific skills in which staff need further development

## CORE SUPERVISOR/MANAGER COMPETENCIES

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### TOPIC: 516 FUNDAMENTALS OF COLLABORATION AND TEAMWORK

#### Skill Set

**516-01:** Ability to create a collaborative team environment that enhances productivity

**516-02:** Ability to identify and build on unit strengths to promote teamwork

<b>Skill Set 516-01: Ability to create a collaborative team environment that enhances productivity</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
516-01-001	Knows the importance of collaboration and interdependence among staff at all levels, and among work units, program areas, agency departments, and with community organizations
516-01-002	Knows the personal, interpersonal, and organizational factors that promote collaboration and those that undermine it
516-01-003	Understands how poorly defined mission, job expectations, and other systemic factors can undermine the collaboration necessary to achieve outcomes
516-01-004	Understands how the authority vested in certain job roles and responsibilities can affect the development of collaborative relationships
516-01-005	Understands the supervisor's role in modeling and promoting collaboration and interdependence to achieve agency, unit, and individual outcomes
516-01-006	Understands how a supervisor's ability to collaborate with staff can reinforce the value of collaborative worker-client relationships
516-01-007	Knows strategies to address and resolve "turf issues" within and between agency units and departments
516-01-008	Can identify when a lack of coordination and integration is a factor in the agency's failure to achieve desired outcomes
516-01-009	Can use supervisory strategies that promote both intra- and inter-unit collaboration

<b>Skill Set 516-02: Ability to identify and build on unit strengths to promote teamwork</b>	
<b>Comp. No.</b>	<b>Competency Description</b>
516-02-001	Knows the characteristics of effective teams and work groups
516-02-002	Knows the stages of group development and the typical characteristics of workers at each stage
516-02-003	Understands the potential uses and benefits of unit meetings for planning, monitoring, problem-solving, education, transfer of learning, and maximizing group productivity

<b>516-02-004</b>	Understands the value of involving unit members in decisions about their own and the unit's work
<b>516-02-005</b>	Knows how to determine when the unit can provide valuable input for a supervisory decision, and when a problem or issue is best addressed by the unit as a group
<b>516-02-006</b>	Knows how to plan, organize, and lead effective unit meetings
<b>516-02-007</b>	Knows strategies to help the unit develop into a cohesive and productive work group
<b>516-02-008</b>	Knows how to select the most effective supervisory strategies for a group's current level of development
<b>516-02-009</b>	Can promote teamwork among the unit to enhance group performance and achieve outcomes